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Some of the works in this brief annotated bibliography present the findings of studies identifying the racial and social attitudes of the middle-class urban teacher and indicate how these attitudes may affect student performance; others are reports of inservice teacher education programs conducted to change negative teacher attitudes; and a few are essays by prominent observers who broadly examine the importance of positive teacher attitudes and behavior in the inner-city classrooms. All of the works are available in journals or books or can be obtained from the ERIC Document Reproduction Service. (EF)

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ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 1, January 1969

A SELECTED BIBLIOGRAPHY ON TEACHER ATTITUDES

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January 1969

PREFACE

This bibliography was designed to acquaint researchers, practitioners, and others with reports, books, and journal articles dealing with the attitudes of teachers toward their disadvantaged students. It is selective rather than exhaustive and should be used along with an earlier ERIC-IRCD bibliography, The education of teachers of the disadvantaged: a selected bibliography (Item 4); other sources of information are Education Index, which lists articles in easily available journals, and the many books on the education of the disadvantaged which raise issues relating to teacher attitudes.

Works have been chosen for this bibliography because they are broadly representative of current thinking and research on teacher attitudes; some are available from traditional sources but many are relatively fugitive. ERIC-IRCD identifies these works and insures their availability by putting them into the ERIC system or by making them part of the Center's permanent local collection.

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The need to understand or change teacher attitudes has been approached in many ways. Some of the works on this bibliography, for example, are reports of inservice teacher education programs which have concentrated on making the teacher aware of his rela-

tionship to his disadvantaged student; others are studies of actual events in the classroom where the attitudes of the teacher affect the academic performance of his students; still others present the findings of studies of teachers' racial and social attitudes and their interactions with students in various classroom settings; and a few works are essays by prominent observers who examine broadly the question of the importance of teacher attitudes in the inner-city classroom. Implicit in all these works is the belief that the negative attitudes of the teacher toward the social class or ethnic origin of his students and toward his professional position have detrimentally affected his own and his students' performance. The literature also indicates a growing concern for identifying successful teacher behaviors and suggests the need for a greater understanding of the relationship between the attitudes of the teacher and his classroom behavior.

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1. Arizona State University, Tempe, College of Education. Teaching teachers to teach the disadvantaged: a study of attitude change. 1968. 65p. E (In process) UD 007755 / MF-$0.50 HC-$2.68 /

A study was conducted to evaluate the success of the 1966-67 Title I inservice teacher training programs in changing teacher attitudes. Data were obtained from an experimental group of teachers, instructional leaders, and consultants in the Greater Southwest. The aim of the evaluation was (1) to measure changes in the semantic-differential meaning that the teachers attributed to certain concepts, (2) to measure their personality characteristics, (3) to determine the actual correlation between changes in meaning (primarily attitudes) and teacher characteristics. Differences between teachers who had previously received training during the 1965-66 school year and those who had not were also compared. The criterion instrument was a semantic-differential device which measured the evaluative (attitude), potency, and activity dimensions of meaning. One projective test and four nonprojective instruments were additionally used to correlate measures. The results generally showed that Title I inservice training changed the attitudes of the teachers and leaders toward educationally disadvantaged children, especially migrant children, but had no effect on the attitudes of the consultants.

2. Boger, Robert P. Head Start teachers' ethnic group membership and attitude toward child behavior, some relationships. 1967. 28p. (Paper presented at the American Educational Research Association Annual Meeting, New York, February 16-18, 1967.) E ED 011 884 / MF-$0.25 HC-$1.12 /

A group of prospective Head Start teachers in Texas were studied to determine whether experienced teachers with similar socio-economic backgrounds but different ethnic origins would differ in their attitudes and sensitivities about the behavior of children and in their optimism about working with the disadvantaged. The Minnesota Teacher Attitude Inventory and two experimental scales, one measuring attitudes toward specific child behaviors, the other the possible causes of this behavior, were administered to Mexican-American, Anglo, and Negro teachers. The findings indicated that (1) Negro and Mexican-American teachers entered the program with more empathy and eagerness, and were more opti-

mistic about obtaining positive results, (2) Anglo teachers appeared less dominating and authoritarian than Mexican-American teachers in their attitudes toward child behavior (these differences, particularly between Negro and Anglo teachers, tended to decrease with teaching experience), and (3) Negro teachers viewed child behavior less environmentally and more biogenically determined than did Mexican-Americans, who, in turn, were more disposed to these views than Anglo teachers.

3. Conners, C. Keith; and Eisenberg, Leon. The effect of teacher behavior on verbal intelligence in Operation Head Start children. Baltimore: School of Medicine, Johns Hopkins University, 1966. 26p. E ED 010 782 [MF-$0.25 HC-$1.04]

Classroom observations of 38 Head Start teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication to the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program as measured by the Peabody Picture Vocabulary Test. Children were found to respond positively to teachers who concentrated on intellectual activities but showed little verbal growth in classrooms which stressed "materials and property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active, varied, and flexible" also contributed to IQ development. The results additionally suggest that when children are rewarded by a warm teacher response they adopt the teacher's values.

4. Flaxman, Erwin; and Zinn, Victor. The education of teachers of the disadvantaged: a selected bibliography. New York: ERIC Clearinghouse on the Disadvantaged, Yeshiva University, 1967. 13p. E ED 011 907 [MF-$0.25 HC-$0.52]

This bibliography of research, theoretical, historical, and anecdotal material is a brief, representative list of references which reflects the current thinking about the training needs and atti-

tudes of the teacher of culturally disadvantaged children and youth. The approximately 110 works cited include journal articles, books, speeches, doctoral dissertations, conference proceedings, and selected reports of teacher education programs throughout the country, including OEO and NDEA teacher institutes.

5. Freedman, Philip I. Racial attitudes as a factor in teacher education for the deprived child. New York: City University of New York, Hunter College, [1965]. 11p. ED 001 733 [MF-$0.25 HC-$0.52]

The three studies discussed in this paper assume that middle-class white prospective teachers share to some degree the negative racial attitudes of their communities and that these attitudes impede their successful participation in programs for disadvantaged minority-group children. The first study compared two groups of student teachers; one group had volunteered to participate in a program in a disadvantaged school, and the other had rejected the program in order to work in a middle-class school. Questionnaires answered by both groups revealed that the volunteers had a greater need to meet challenges successfully and felt a greater sympathy for the disadvantaged than did the nonvolunteers. The next two studies sought to evaluate varying conditions of contact with Negroes as a means of reducing racial fears and antagonisms and establishing a more receptive group for teaching Negro students. The first of these experiments was designed to determine whether middle-class white education majors would be more amenable to persuasion by a white instructor than by a Negro. It was found that the Negro instructor was more successful in encouraging the students to prepare to participate in a special program in a disadvantaged school. The other study compared the relative powers of personal interest and socioeconomic status variables as inducements for middle-class white students to select Negro associates in a noncontact work situation. In this study personal interest factors proved much stronger than race or socioeconomic status.

6. Gewirtz, Marvin H.; and others. Teaching the disadvantaged: summer institute for professional training of teachers, supervisors, and administrators. New York: Center for Urban Education, 1966. 108p. E ED 011 018 [MF-$0.50 HC-$4.32]

A 7-week summer institute was offered to elementary school staff who work with disadvantaged children. The participants enrolled in courses in teaching English, history and social studies, urban living, or mathematics and science. The aim of the institute was to make participants sensitive to the disadvantaged child and to introduce them to new curriculums, teaching methods, and instructional materials. The results of a post-institute questionnaire evaluation showed no measurable change in the participants' optimism or sensitivity about the educability of the disadvantaged child or a readiness to use nontraditional teaching approaches. But by the end of the institute the participants felt better prepared to teach the disadvantaged, possibly because they had become more confident. The different objectives of the institute staff and the participants was a source of difficulty during the summer because the staff thought that sociological theory should have been the primary objective of the institute while the participants were more concerned with practical knowledge relevant to teaching in the classroom.

7. Gordon, Edmund W. Desired teacher behavior in schools for socially disadvantaged children. In: Teachers for the Disadvantaged: The Report of the School-University Teacher Education Project of the Research Council of the Great Cities Program for School Improvement in Cooperation with Northwestern University. Chicago: Follett Publishers Co., 1966. p.23-30. C UD 000125

In the context of a discussion of the characteristics of the disadvantaged child, particularly those affecting his school achievement, several appropriate teacher behaviors and attitudes are noted. The teacher of disadvantaged children should believe that they can learn and that he can create the necessary conditions for learning; e.g., by being amenable to experimentation and innovation in directed learning. He must understand the life conditions of his students and the sociology of the school he is teaching in so that he can be a stabilizing influence on his students. He must also be competent in intragroup interaction and be skillful in appraising the learning problems of his students. He should be expert in the content of the subject he is teaching, flexible in his teaching approach, and able to use his own knowledge to design learning experiences and guide the development of his students.

8. Gottlieb, David. Teaching and students: the views of Negro and white teachers. In: The Disadvantaged Learner: Knowing, Understanding, and Educating. Edited by Staten W. Webster. San Francisco: Chandler Publishing Co., 1966. p.437-46. C
UD 002536

"The research reported here deals with the results of a study pertaining to differences in the attitudes of 89 Negro and white inner-city elementary school teachers toward Negro and white pupils from low-income families in a midwestern urban community. [Interview and paper-and-pencil questionnaires were used to collect data.] The results indicate that the Negro teachers were more likely than the whites to come from urban areas, from low-income families, and from homes where there was no father. The Negro teachers tended to be younger and to have less experience in teaching than did the white group. The Negro teachers were more satisfied with their current teaching positions than were the white teachers. The Negro teachers tended to see the children as "happy," "energetic," and "fun-loving," while the white teachers were likely to see the same children as "talkative," "lazy," and "rebellious." Among reasons for job dissatisfaction, Negro teachers listed large classes, poor equipment, inadequate supplies, and the lack of proper curriculum, while white teachers emphasized the lack of ability in students, their poor motivation, discipline problems, and parents who were not concerned with the education of their children."

9. Green, Robert L. Crisis in American education: a racial dilemma. 1967. 30p. (Paper prepared for the National Conference on Equal Educational Opportunity in America's Cities, sponsored by the U.S. Commission on Civil Rights, Washington, D.C., November 1967.) E ED 015 980 [MF-$0.25 HC-$1.28]

American education has not yet sufficiently recognized the critical role of teaching quality and teacher attitude as instruments of social change. Unfortunately, data from a survey of 10 major teacher training institutions show that they "are not realistically facing the problem of providing quality teachers for urban youth." A review of some preservice training programs points to the need for teacher educators to improve their knowledge of and attitudes toward disadvantaged youth. Staff in urban education programs should include minority-group faculty members and should offer more intensive and extensive courses to prepare trainees to work

in depressed areas. Colleges and school systems should organize cooperative fifth-year programs for beginning teachers, and in-service training programs should include much more direct contact with disadvantaged communities. Activities in inservice workshops might include observation of master teachers and living for a while in depressed neighborhoods. And very important, financial aid should be available to train certified, noncertified, and prospective teachers for inner-city schools.

10. Gumpert, Peter; and Gumpert, Carol. The teacher as Pygmalion: comments on the psychology of expectation. The Urban Review, 3:21-25, September 1968. E (In process) UD 007615 / MF-$0.25 HC-$0.28 /

Although this review of "Pygmalion in the Classroom," an experimental study of the effect of positive teacher expectations on the intellectual development of their disadvantaged students (Item 23) generally affirms the findings of the experiment, it points out that since the average improvement of the experimental elementary school children was strongly associated with the average degree of improvement of the control children in the same classroom, the unit of analysis in the study should have been the average intellectual gain of the individual child. The review also speculates about how the teachers under study fulfilled the experimenters' prophecy that positive expectations would increase student intellectual gains, particularly how the teachers may have interpreted ambiguous events in such a way as to confirm their positive attitudes and how increases in their interpersonal warmth and encouragement may have led to superior learning and performance on the part of the students. In this connection the review discusses a doctoral study (Canavan, Teachers College, Columbia University) which hypothesizes that the development of either a reward or a cost orientation (seeking satisfaction vs. avoiding failure) to acting in one's environment may be a self-fulfilling prophecy that begins with the labeling of successes or failures by parents or teachers.

11. Harlem Youth Opportunities, Inc., New York. Youth in the ghetto: a study of the consequences of powerlessness and a blueprint for change. 1964. C UD 001542

In this classic study of youth in Central Harlem, outlining the community's demographic characteristics, culture, pathologies, educational and employment opportunities, and action programs, one section is devoted to the effect of the expectations of teachers and administrators on the academic achievement of the youth (p.217-236). The negative expectations of the staff in the Central Harlem school it is felt result from "...frictions between teachers, abdication of teaching responsibilities, high teacher turnover, a concern with discipline rather than learning, a feeling that high aspirations on the part of youth are unrealistic, and a feeling that establishing rapport with pupils is a major achievement." At issue is "the lowered morale of teachers coupled with a general apathy [which] would be intolerable in other schools."

12. Haubrich, Vernon. Cross-cultural approaches to behavior and learning. 1965. 13p. E ED 010 781 [MF-$0.25 HC-$0.52]

Although the teacher and the school system serve as the key mediators in the acculturation of students from subcultures, the teacher's commitment to the ethic of work and competition, his future-oriented value system, and his concept of a father-dominated nuclear family tend to alienate him from his students. As a result, many American Indian and East Harlem children, whose culture is different from their teacher's, may never acquire the tools for full acculturation. This alienation is reinforced by the student's concept of the teacher as a success in a hostile culture and by the teacher's infrequent opportunity for personal interaction and evaluation of the student. Teachers should, for instance, be flexible and recognize nonverbal achievement because many of their students express themselves nonverbally. In general, the staff should understand and accept subcultures in the school and initiate measures for parent cooperation and student participation in developing programs.

13. Herriott, Robert E.; and St.John, Nancy Hoyt. Social class and the urban school. New York: John Wiley and Sons, 1966. 289p. C UD 004687

This book reports a national study of the social class composition of 490 schools in 41 large cities. The focus of the study was on the social class composition of the schools rather than the social status of individual pupils. The dependent variables were the behavior, attitudes, and attributes of key teachers and principals who have a positive or negative influence on the students. Separate chapters deal with school socioeconomic status (SES) in relation to parent and pupil correlates; characteristics and origins of teachers; and teacher morale, satisfaction, and performance. They also discuss the principal and his role in schools of different SES and the influence of school level and school racial composition on the relationship of school SES and pupil and staff characteristics. Major findings show that there is significant variation in parent and pupil characteristics in schools of different SES, mostly to the disadvantage of low SES schools. This disadvantage was also seen in family factors, in parent involvement in the schools, and in pupil reading achievement and aspiration level. Differences were found between the backgrounds of staff and students in both lower and higher SES schools, although in opposite directions; this finding disputes the commonly held notion that there is a greater culture gap between teachers and students in low SES schools than in higher ones. Findings on principals are similar to those on teachers.

14. Hunt, Paul R.; and Rasof, Elvin I. Discipline: function or task. In: The Inner-City Classroom: Teacher Behaviors. Edited by Robert D. Strom. Columbus: Charles E. Merrill Books, 1966. p.131-144. C UD 007592

Teachers newly assigned to schools in disadvantaged neighborhoods are apprehensive about disciplining their classes because there is little parental support for correcting discipline problems and because students, who are aware that physical punishment is prohibited, do not respond to threats of poor grades. In addition, administrators and other teachers rarely offer help in dealing with discipline problems, and the advice instructors give in college courses seems ineffectual in retrospect. But by learning the causes of the behavior problems of their students, teachers

can help themselves. Disadvantaged youth frequently have had little training in social skills and often relate to others by bickering and assault; in disciplining them the teacher should manage his class to prevent outbursts and to effect change rather than to punish. A teacher can also reduce misbehavior by maintaining a failure-free classroom. If the student finds himself able to succeed according to his individual ability, he may no longer have to misbehave to act out academic frustration.

15. Jablonsky, Adelaide; and others. Imperatives for change: proceedings of the New York State Education Conference on College and University Programs for Teachers of the Disadvantaged. New York: Ferkauf Graduate School, Yeshiva University, 1967. 128p. E ED 018 454 [MF-$0.75 HC-$5.20]

These proceedings report 19 discussion debates, each represented by a number of papers in four major areas: (1) concern for attitudes and behavior (administrative commitment, cooperative college-school system efforts, culture shock, staff and student attitudes and behavior, and sensitivity training); (2) concern for people (teaching ethnic groups, selecting students, using human resources, involving community and parents, and learning from special programs); (3) concern for techniques (preservice student teaching, field work, inservice innovative methods); and (4) concern for special curriculum aspects (philosophical and psychological bases, role of the humanities, reading and language arts, and bilingualism). The formal papers and reactions to them as well as the conference summary all point to efforts necessary to understand and change teacher attitudes, and, in doing so, stress the importance of these attitudes in the successful education of disadvantaged students.

16. Kornacker, Mildred. How urban high school teachers view their job. Illinois: University of Chicago, 1966. 243p. E ED 010 262 [MF-$1.00 HC-$9.72]

The role orientations of teachers of different ethnic and sociocultural backgrounds were studied. Investigation concentrated on the distinguishable patterns of role orientation and the effects

of ethnic and other sociocultural variables on this orientation. The sample consisted of 106 secondary school teachers, identified as members of one of six ethnic groups (Irish, Polish, Italian, Negro, Jewish, or other). The ethnicity of the sample (used by the experimenter to denote the constellation of characteristic group attitudes) was the main independent variable of the study. Teaching motives, teaching standards, and teaching performance were areas in which role orientations were assumed to vary. Structured interviews were conducted with each teacher using an interview guide to gather data for comparative analysis. A code sheet was developed from the responses. All replies were classified according to one of three role orientation categories: (1) professional, (2) nurturant, or (3) instrumental. The results indicated that teachers from highly urbanized ethnic groups (Irish, Polish, Jewish) emphasized competence and intellectual skills, and teachers from groups not yet in the mainstream of American life (Negro) emphasized the need to develop the individual student. Ethnicity was found to be a pervasive factor in determining the attitudes with which teachers approach their role.

17. Kozol, Jonathan. Death at an early age. Boston: Houghton Mifflin Co., 1967. 240p. C UD 006714

This book recounts the author's experience teaching in a predominantly Negro elementary school in Boston as part of a program to upgrade segregated schools. He describes specific incidents to convey the bigoted attitudes of the teachers and other authorities, which he feels were manifest in their behavior and in the curriculum and activities of the school. These attitudes, and the unjust treatment that resulted from them, he maintains have caused the students to feel a debilitating sense of inferiority.

18. Lederer, Joseph (ed.) Institutionalization of expectancy: a special issue. The Urban Review, 3:1-32, September 1968. E (In process) UD 007570 [MF-$0.25 HC-$1.48]

Prominent in this special issue is an excerpt from "Pygmalion in the Classroom," a newly published book containing the findings of an experimental study of the effect of the expectations of teachers

on the intellectual development of their disadvantaged students (Item 23). The issue also contains responses to the findings of the book, two articles on the ways ability grouping practices "institutionalize" teacher expectations, and an interview with the headmaster of a day school in New York City, who suggests that some changes in existing classroom learning procedures could mitigate the detrimental effect of negative teacher expectations.

19. Morrison, Virginia B. Teacher-pupil interaction in elementary urban schools. Detroit: College of Education, Wayne State University, 1965. 104p. E ED 003 385 [MF-$0.50 HC-$4.16]

An attempt was made to describe the various elements of the elementary classroom environment (grades K-6) which affect interactions between teachers and pupils. Using videotaped observations of regular class sessions, the researchers measured interaction occurrences with respect to (1) classroom activities, (2) teaching styles and pupil responses, (3) sensory emphases, (4) use of instructional materials, and (5) the emotional climate of the classroom. The 96 classrooms under observation were selected to provide relatively even distribution among the following variables: (1) male and female teachers, (2) Caucasian and Negro teachers, (3) predominantly Negro and Caucasian pupil samples, (4) such school types as suburban, midcity, and inner-city, (5) such classroom organizational plans as self-contained, subject matter, and special classes, (6) representative subject matter areas, and (7) representative pupil sampling in ability groupings, including some consideration for physical and emotional handicaps. Findings indicate that the greatest number of significant differences in teacher interactions occurred in comparisons of the three classroom organizations. These differences, favoring special class organization, were reflected in teaching styles and verbal interaction. Racial and sex differences and groupings into socio-economic-geographical classifications did not appear to have significant influence on classroom interactions.

20. Niemeyer, John H. Importance of the inner-city teacher. In: The Inner-City Classroom: Teacher Behaviors. Edited by Robert D. Strom. Columbus: Charles E. Merrill Books, 1966. p.1-20. C UD 007586

A large number of inner-city teachers think that their role in the school is insignificant, that they are there to control their students, not to teach them. Such attitudes could be changed by efforts like inservice education programs; however, administrators sometimes establish institutes for teachers, encourage them to innovate in the classroom, and then withdraw support for change. Teachers nevertheless can enhance their role in the school and improve their own attitudes, even without administrative aid, by accepting that disadvantaged students can be taught and can make intellectual gains, even as late as the junior high school years, as the results of the Higher Horizons program in New York City have shown. The teacher also now has an opportunity to use some of the methods which have been described as successful in teaching the disadvantaged, and no longer should feel that he must spend his time disciplining his class. Several ways to make lessons more meaningful to the disadvantaged student are given.

21. Passow, A. Harry. Diminishing teacher prejudice. In: The Inner-City Classroom: Teacher Behaviors. Edited by Robert D. Strom. Columbus: Charles E. Merrill Books, 1966. p.93-110. C UD 007030

It is felt that there is conclusive evidence that a teacher's social origin affects his attitudes; e.g., Negro teachers reared in low-income homes tend to view the inner-city child as cooperative, ambitious, and happy, while teachers from middle-class backgrounds see the same children as lazy, rebellious, and high-strung. Teachers also expect a great deal of work and effort from disadvantaged students although the findings of research studies indicate that they have been less exposed to opportunities than middle-class students have. Some teachers maintain low academic standards for these students to appear less vindictive or prejudiced in giving grades while other teachers over-evaluate their students' progress to appear more humane. Many teachers leave inner-city schools rapidly, and those who stay often do so out of inertia. The way to improve the attitudes of teachers and to make them sympathetic to the needs of the inner-city school is to instill in them an understanding of lower-class culture, which can be achieved by revising current teacher education courses.

22. Reddick, L.D. To improve teachers for inner-city schools. Final report. Baltimore: Coppin State College, 1967. 161p. E ED 013 282 [MF-$0.75 HC-$6.52]

A one-year undergraduate teacher education program designed to prepare volunteer students to teach in inner-city schools was initiated by the predominantly Negro Coppin State College in Baltimore. The 19 volunteers were mostly lower middle class, 15 were from the area, and 18 were Negro; thus, as indigenous personnel they would have greater rapport with the students they were to teach. The program offered courses on the problems in educating the culturally different in large urban areas. A special lecture series was presented with the expectation that community residents would attend and thus feel part of the college's teacher education program. Teaching demonstrations at the campus laboratory school helped prepare the volunteers for the supervised teaching they subsequently did in three inner-city elementary schools. The volunteers felt that the program was generally successful although in some of the comments on written evaluations they criticized the laboratory school for having a middle-class population uncharacteristic of the students they were to teach. Four months of followup observations showed that the volunteers were functioning effectively in their new full-time classrooms.

23. Rosenthal, Robert; and Jacobson, Leonore. Pygmalion in the classroom: teacher expectations and pupils' intellectual development. New York: Holt, Rinehart and Winston, 1968. 240p. C UD 007617

To test the hypothesis that the expectations of teachers affect the intellectual development of their students, the investigators in this study administered a group intelligence test to eighteen classes of children about to enter grades 1 through 6. The teachers were told that the test could predict potential "spurters" (actually a fiction), and were given the names of several children who were expected to make unusual gains. The students (20 per ent of the children) were randomly chosen and in reality were no different from their peers. After one year the experimental group of children had gained an average of twelve points while the control group of children had gained an average gain of eight. Teachers were asked to describe their students at the end of the year, and despite the gains of the control group children, they rated them less favorably. The expectancy

advantage (the degree to which the IQ gains of the experimental group children exceeded those of the controls) for intellectual development was analyzed by grade level, track, sex, and minority-group status (predominantly Mexican). It was found that (1) children in the first and second grades made the greatest gains, (2) children in the middle track showed the greatest advantage though children in the other tracks were close behind, (3) girls bloomed more in the reasoning sphere of intellectual functioning and boys bloomed more in the verbal sphere, (4) in total IQ, verbal IQ, and especially reasoning IQ, minority-group children were more advantaged by favorable expectations than were other children though the differences were not statistically significant. The expectancy advantage for academic performance (principally reading ability) and classroom behavior as assessed by teachers was also analyzed by grade level, track, sex, and minority-group status.

24. Rotter, George S. Effects of class and racial bias on teacher evaluation of pupils. Brooklyn, N.Y.: Long Island University, 1966. 180p. E ED 010 092 [MF-$0.75 HC-$7.28]

This study investigated the extent to which the values and attitudes of teachers influence their evaluation of students of varying social classes and ethnic origins. Also studied were the attitudes of teachers toward neurosis and behavior, achievement, and nurturance. It was hypothesized that teachers with middle-class backgrounds and biases tend to evaluate more negatively lower-class or Negro students than they do middle-class or white students. Approximately 130 white female teachers participated in the study by reading a prepared vignette, completing 80 items relating to pupil evaluation, answering a self-description scale, and filling out a personal data sheet. Statistical analysis of data did not confirm the study's hypothesis; for the most part differences on the test items were nil, and when they did occur, the teachers' responses favored pupils identified as Negro or lower class. Only one trend could be discerned: Negroes were rated superior to whites in classroom behavior. This almost total lack of significance for race and sex, and the importance that teachers placed on behavior, seemed to indicate that teachers are strongly impressed by students' actions. The teachers also tended to rate Negro or lower-class students better socially adjusted than white or middle-class students, but at the same time they evaluated them less well-adjusted psychologically. Nothing in the study, therefore, supported the common notion that class and racial biases affect teaching ratings and evaluations.

25. Schueler, Herbert. A case study in preparing teachers for the disadvantaged: Project 120, a special student teaching program in junior high schools in low socio-economic areas. New York: City University of New York, Hunter College, 1964. 11p. E ED 011 009 [MF-$0.25 HC-$0.44]

Project 120 assists special service schools in New York City in recruiting and holding teachers, trains teachers to work in urban schools for the disadvantaged, and explores factors that will improve teacher education for these schools. The special program is announced to undergraduates at Hunter College who have qualified for student teaching. In addition to conventional supervision, participants are regularly visited by the project coordinator. They also visit community agencies and interview community leaders. Every effort is made to familiarize the student teachers with the community and to dispel any fears and prejudices they may have about deprived areas and their residents. Since its inception in 1960, Project 120 has had 21 to 32 enrollees annually, averaging about 10 percent of the college's student teachers. Almost 80 percent have accepted teaching positions at the schools where they did their student teaching, with a large number still there four years later. At J.H.S. 120, where the project began, 23 of the 95 teachers are project graduates. They appear to have been helpful with each year's incoming project student teachers.

26. Strom, Robert D. The Preface Plan: a new concept of inservice training for teachers newly assigned to urban neighborhoods of low income. Final report. Columbus: Ohio State University, 1967. 113p. E ED 017 596 [MF-$0.50 HC-$4.60]

This inservice training program concentrated on increasing the competence and confidence of teachers newly assigned to schools in low-income neighborhoods. Twenty-one teachers (nine with no previous teaching experience) who had accepted positions for the following fall were given a six-week summer workshop which included lectures, home visits, films, juvenile court attendance, instruction of small groups of children, and conversations with mothers on welfare. Resource teachers who would work with the teachers during the year also attended the institute. The newly assigned teachers felt more confident at the end of the summer and particularly valued their direct experiences with the disadvantaged. The resource teachers, building principals, and the project director observed each teacher's classroom during the school year and

offered help in dealing with difficulties, and monthly inservice meetings were also held. Discipline was initially a problem but it improved during the year. At the end of the year nineteen of the teachers were ranked by their principals as average or better, and twenty elected to teach in a low-income school, as compared with the eight who had volunteered to teach there at the beginning of the program.

27. Strom, Robert D. Teacher aspiration and attitude. In: The Inner-City Classroom: Teacher Behaviors. Edited by Robert D. Strom. Columbus: Charles E. Merrill Books, 1966. p.21-40. C UD 007587

Whether teachers experience frustration or success in the inner-city classroom depends on their expectations and attitudes. Many of them negatively prejudge their class by its environment before ever confronting individual students, and some have inappropriately high expectations. A teacher's inability to revise his expectations without abandoning them greatly hinders his opportunity for teaching: a teacher who has decided to lower his goals for his students will have to give most of his time to disciplining his class rather than to teaching it. What is more, the primary source of teacher expectation is the intelligence test score although data indicate that scores on standardized tests do not always reliably predict the learning potential of students whose previous experience has differed markedly from that of the group on whom the test was developed, and curriculums and materials structured to elicit only the intellectual growth measured by these tests are severely limited. Every classroom activity is influenced by the expectations and attitudes of teachers, as the different learning in autocratic and democratic classrooms clearly shows. And, very important, it is the teacher's attitude, and not the student-teacher ratio, which affects the rapport in the classroom which is instrumental in transferring the teacher's motivation to his students.

28. Webster, Staten W. The teacher as an alien: some theoretical considerations regarding teachers for disadvantaged schools. In: The Disadvantaged Learner: Knowing, Understanding, and Educating. Edited by Staten W. Webster. San Francisco: Chandler Publishing Co., 1966. p.454-64. C UD 002538

"This essay presents a series of theoretical formulations and related hypotheses which consider possible answers to the question of why some teachers are able to persist in disadvantaged schools while others are forced to defect to more facorable educational settings." It is posited that teachers who persist in disadvantaged schools will differ from teachers who leave them in the following ways: (1) they show less discrepancy between the socioeconomic status (SES) of their families and the SES of the families of their students, (2) they will have significantly higher scores on a measure of exposure to divergent ethnic, cultural, and SES groups, (3) matched by age, sex, and tenure with nonpersisting teachers, they will show significantly more knowledge about the disadvantaged, (4) they will be more optimistic, more child-centered, more disposed to favor a restrictive climate in the classroom, and more accepting of lower-class attitudes, values, and behaviors, (5) they will be more socially competent and have greater intellectual esteem for themselves, (6) they will have orientations to interpersonal relations which will be more favorable to the disadvantaged, and (7) they will score significantly lower on a dogmatism scale. These hypotheses have been studied at the University of California at Berkeley from 1965 to 1967, although the findings are not presented in this article.

29. Yee, Albert H. Interpersonal attitudes of teachers and advantaged and disadvantaged pupils. Journal of Human Resources, 3(3): 327-345, Summer 1968.

Data on 102 teachers and their intermediate-grade students in 32 schools in middle-class neighborhoods and on 110 teachers and their intermediate-grade students in eighteen schools in lower-class neighborhoods were statistically analyzed to examine the interpersonal attitudes of the teachers and of their advantaged and disadvantaged students. Teacher attitudes were measured with the Minnesota Teacher Attitude Inventory (MTAI) and a specially-developed semantic-differential instrument; student attitudes were

measured by Beck's 100-item "About My Teacher" inventory. Both pretests and posttests were administered. Analyses of the teachers' affective attitudes toward their students indicated that warmer, more trustful, and more sympathetic teachers instructed middle-class students than taught lower-class students. Teacher attitudes varied according to (1) teacher's sex, (2) grade level, (3) teacher's years of experience, and (4) student's ethnic-social characteristics. Significant interaction was found operating between student's social class and teacher's sex and between student's social class and grade level. Students' pretest attitudes varied according to grade level and the teachers' years of experience. Results of this study suggest the need for further research on the possible personality and pedagogical variables that can determine what kind of teachers are most favorably suited to teach disadvantaged students. They also emphasize the importance of studying the characteristics and behaviors of teachers and students in classroom interaction. (Data analyzed in this study were collected in a project reported in: A.H. Yee, Factors involved in determining the relationship between teachers' and pupils' attitudes. Austin: College of Education, University of Texas, 1966. 155p. E ED 010 336 [MF-$0.75 HC-$6.20].)